

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. James N. Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hamilton Township High School

(As it should appear in the official records)

School Mailing Address 1105 Rathmell Road

(If address is P.O. Box, also include street address.)

City Columbus State OH Zip Code+4 (9 digits total) 43207-4742

County Franklin County State School Code Number* _____

Telephone 614-491-8044 Fax 614-492-1495

Web site/URL http://www.hamilton-local.k12.oh.us E-mail jnmiller@hamilton-local.k12.oh.us

Twitter Handle _____ Facebook Page _____
www.twitter.com/HamiltonLocalSD or @HamiltonLocalSD www.Facebook.com/HamiltonRangers Google+ No active Google+ account

YouTube/URL You Make A Difference Video is on Youtube - under Hamilton Local School District Blog Instagram: Hamilton Rangers Other Social Media Link LinkedIn: https://www.linkedin.com/company/hamilton-local-school-district

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Christopher Lester E-mail: clester@hamilton-local.k12.oh.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton Local Schools Tel. 614-491-8044

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Joseph Jankowski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	138	131	269
10	125	113	238
11	107	102	209
12	111	85	196
Total Students	481	431	912

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 10 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	72
(3) Total of all transferred students [sum of rows (1) and (2)]	96
(4) Total number of students in the school as of October 1	875
(5) Total transferred students in row (3) divided by total students in row (4)	0.110
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 1 %
7 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Urdu
8. Students eligible for free/reduced-priced meals: 64 %
 Total number students who qualify: 532

Information for Public Schools Only - Data Provided by the State

The state has reported that 62 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %
81 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>42</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>14</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	94%	94%
High school graduation rate	97%	96%	92%	94%	91%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	188
Enrolled in a 4-year college or university	66%
Enrolled in a community college	20%
Enrolled in career/technical training program	1%
Found employment	10%
Joined the military or other public service	3%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: HTHS is dedicated to helping our students become outstanding 21st Century citizens by a commitment toward improving achievement through total accountability and high expectations.

PART III – SUMMARY

The history and culture of our Hamilton Township community are evident in the hallways, cafeteria, and classrooms of Hamilton Township High School. Our community, founded in 1807, always has been characterized by the acceptance that the hard work must be done. From the tireless, determined farmers who shaped the land; to the Lockbourne Ohio-Erie Canal lock tenders who were on call twenty-four hours a day to ensure the safe passage of people and product; to the working-class residents of today who go to two or, sometimes, three second and third shift jobs a week to provide for their children, Hamilton Township is the embodiment of the working class. Likewise, Hamilton Township High School's students and staff embody the relentless pursuit of success gained only through hard work.

Just over a dozen years ago, we had our work cut out for us. Having been for years ranked by a Central Ohio publication at the bottom of its suburban school rankings and finishing a mere point higher than the lowest ranked Central Ohio school district on the state report card, we needed to honestly evaluate where we were and determine how to get where we needed to be for our community. Among our highest priorities were understanding how to collect and use data, provide the teachers the time and tools they needed, and, most importantly, create a collaborative culture that had been absent for almost three decades.

Then, we were a school made up of teachers who were cordial with their colleagues, but rarely knew what teachers in their own department were teaching and never could compare data that indicated learning success beyond lamenting or boasting about the number of students who failed their classes. Now, our decisions that affect students are largely driven by the data we collect from daily and short-cycle formative assessments as well as final summative assessments. Then, our teachers had widely varying understandings about how to plan, instruct, and assess. We provided our teachers the time they needed to learn how to use learning standards and developed tools that our teachers could use to both learn the standards themselves and align their planning, instruction, and assessment with the rigor in the standards design. Now, our teachers use state and national standards to guide their collaboration with their colleagues and to ensure the highest expectations of themselves and their students. Then, our teachers had department meetings that centered on what to buy and never had meetings with our middle school. Now, our teachers examine what worked with students and, together, determine what to do next, and meet with the district's teachers at all levels to ensure the learning continuum.

The result of our changed practices is wonderfully obvious and has gained the community and school a remarkable number of honors. Once perilously close to being in academic emergency, we raised our performance to an Ohio Department of Education Report Card Excellent rating and have earned an A rating for the last three years. We, four times, have been named an ODE School of Promise, by three different state superintendents. We have been awarded the Ohio School Boards Association Outstanding School honor for three consecutive years and recently earned the U.S. News and World Report's America's BEST High School's Bronze Award. Most recently we were again recognized as an ODE School of Promise, but this time their High Honor distinction accompanied the award. The community and the school share a renewed sense of pride and spirit for these accomplishments that are made more remarkable by the fact that our low poverty demographic has not positively shifted. It is our strategies that have changed and have had the most impact on our students' success.

The foremost strategy that has affected our students' academic success has been the goal of preparing each student for the opportunity to graduate from college. Although our community ranks lowest among Central Ohio schools in college degree attainment, our teachers plan instruction and teach students with the highest attention to how the learning will be applied at the next level. Throughout their HTHS career, students believe in their teachers' ability and know that they are being given the highest instruction toward college. Before our transformation our students did not consider higher education as a realistic option. Now, our students are certain they will be successful in college.

According to our senior exit survey, our students know that they can come to administration whenever they have an issue. When it comes to their emotional or physical health needs, their safety is our first priority. We

are extremely proud of our mental health procedure and are certain that we have helped students who otherwise would have been alone without the attention they need.

One of the most telling differences in our school a dozen years ago and now is evident in our charitable efforts. Then, we were a school whose students rarely thought beyond themselves. Now, our students put others first, devoting themselves to volunteer service. At any moment throughout the year, our students collectively have recorded between fifty and sixty-thousand hours of volunteer service. They hold events and raise money for a remarkable number of causes including Autism, the American Red Cross, and the Komen Columbus Race for the Cure, claiming the high schools challenge title for nine consecutive years and raising nearly \$150,000. Of all the positive differences from then and now, we consider our volunteer service the most important. The opportunities our students have had to be a team toward helping others distinguishes their success and receives the loudest genuine applause from our community at graduation.

Hamilton Township's hard work has paid off.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The principles of our mission statement guide our curricular and instructional approach: Hamilton Township High School is dedicated to helping students be creative and innovative while providing them the means to communicate and collaborate effectively as they think critically and solve problems. Helping our students be outstanding 21st Century citizens is the goal of our commitment toward improving achievement through total accountability and high expectations. Coupled with our commitment to state and national standards, our mission is fulfilled by our core curricular departments as they serve the learning needs of all students.

The HTHS English Department’s complete collaborative planning, instruction, and assessment are terrifically showcased in their vertical alignment that emphasizes argument. All levels of high school language arts instruction seek to improve analytical skills as students constantly make claims that they must support with textual based evidence, while understanding implicit and explicit messages in both fiction and nonfiction literature. This emphasis on developing their argumentation skill, builds their ability to communicate, think critically, and solve problems. The English Department knows that such ability will help the students in all content areas and life after graduation, as will the students’ ability to communicate in writing. The English Department has vertically aligned all of their writing instruction to ensure that every necessary writing mode is skillfully executed by each student, following the Ohio Academic Content Standards and the transition to Common Core.

Our Math Department, a few years ago, committed to 100 percent performance-based evaluation and now other departments are employing the same strategy to ensure accurate assessments of what students know and can do. A student’s real performance cannot be hidden behind homework or effort rewards. Gone, too, is the routine of going over the previous nights’ homework, doing a few new problems together, then having time in class to begin new homework. Instead, teachers instruct and assess from beginning to end, each period. Students work with the teacher throughout the period and may use their homework as reference on daily assessments, but do not get credit for homework that could have been done incorrectly or by someone else. Math, once the perennial lowest performing area at HTHS, now achieves the highest performances of any core content department and is a tremendous contributor to our long list of awards.

Employing some of the Math Department’s strategies, the HTHS Science Department has shifted our high school toward a school that reasonably could support a STEM design. Through problem-based and inquiry learning, as well as a major emphasis on hands-on constructivism, the science teachers design and ensure a curriculum that has evolved with the increasingly useful problem-solving approach necessary for assessment and real-world outcomes. The science teachers maximize each minute of class to prepare students for assessment and application. Like in math, HTHS science students cannot bluff their way to high grades. Their performance matters. The science teachers evaluate student performance through pre-assessment, work samples, performance-based measures, teacher-student conferences, and careful review of past and current assessments to understand trends and to monitor their own adherence to the Next Generation Science Standards, Ohio Revised Science Standards and Model Curriculum, the National Science Education Standards, and the College Board.

Central to the Social Studies Department’s efforts are to make the learning relevant. Our award-winning participation in Kids Voting USA demonstrates the real application our teachers provide for our students and what they study. Fulfilling Kids Voting’s goals “to create lifelong, informed voters; support our educators in teaching the rights and responsibilities of citizenship; stimulate political awareness among children and adults; and increase participation in democracy,” HTHS participates in several curriculum-connecting efforts. Our students serve for Youth at the Booth; participate in Double Click Democracy; attend the U.S. District Court for the Southern District of Ohio Naturalization Ceremony; interact with elected officials at the Kids Voting Youth Summit at the Ohio Statehouse; attend sessions of the Ohio Supreme Court. We also host visits from Common Pleas and Municipal Court judges, as well as an elected Sheriff; Village Mayor, and Village Administrator. The Social Studies teachers align with Ohio’s New Learning Social Studies

Standards to challenge students and deepen the relevancy of what they study, while using small group, individual and differentiated instruction, role-playing, and art to engage students and develop their understanding from one level to the next.

At HTHS we maintain a rigorous, college-level curriculum; include college level research and writing across the curriculum; emphasize college entrance exams, beginning with our middle school students; host both the ACT and SAT as a testing site; incorporate the ACT/SAT and actual college assignments into daily lessons; guide students to dual enrollment opportunities; and routinely have graduates return to share their college transition. Additionally, we are designing and developing, with a local college, a teacher preparation course of study for our students so they can begin earning an associate's degree in high school and transfer further into a teacher program at a four-year institution. Students in this program will have the opportunity to begin their teaching careers a year or two earlier.

We have embraced Ohio's career preparation efforts for high school students to explore careers, gain real work experience, and earn a credential toward a career. Partnering with area businesses, we are creating internships that will allow our students to serve in both labor and management areas and work toward an industry-recognized credential. In concert with our use of Ohio Means Jobs and our Career Based Intervention program, we strive to give each student a personalized pathway in our Ranger Pathways program.

2. Other Curriculum Areas:

Our other curriculum areas directly support the core content areas in a multitude of ways. Each department's action plan includes details about how the electives support the core and each electives teacher actively participates in our whole staff professional development opportunities to support core content standards alignment.

Business and Technology

Ninth grade students who did not already have personal finance in our middle school plan their financial futures and complete real-world financial projects in Personal Finance Applications. Grades 9-12 fill our 21st Century Business and Technology and Business Management courses while grades 10-12 step up to our Entrepreneurship and Web Page Design classes. Our eleventh and twelfth grades take Accounting and many apply for i-Market, preparing deposits, ordering merchandise, promoting products, and supervising the employees of the student-led Spirit Shop.

Foreign Language

We offer four years of French and Spanish, culminating in twelfth grade honors courses, and we have designed an innovative acceleration program for our middle school students in which students will take math and foreign language courses at the high school each morning then be transported to the middle school for the remainder of their daily schedule. The French Club has been especially successful in exploring French culture and the language's involvement with science, technology, music, art, food, careers, and sports from francophone countries. Additionally, the club stays after school to watch French movies, visits local French drama productions, celebrates French holidays, and has gone together to Columbus Blue Jackets hockey games and Columbus Crew soccer matches.

Health and Physical Education

Tenth grade students take Health, acquiring knowledge and skills essential to health literacy; to enhance their ability to make responsible decisions; and advocate for personal, family, and community health. Advanced Health focuses on an in-depth study of the human body, with principles of nutrition, exercise, physiology, kinesiology, and communicable diseases. Offered to grades 11 and 12, Advanced Health students become CPR and First Aid certified and prepare for secondary health degrees.

Students in grades 9-12 take physical education that emphasizes mental, physical, and social development

while emphasizing lifelong activities. Beyond general physical education students take Weight Training and Conditioning, Integrated Performance Training, and Team Sports courses.

Family and Consumer Sciences

The FCS courses focus on healthy and safe foods, healthy living, and child development. Offered to students in grades 10-12, the courses help students make healthy decisions and promote responsibility. Healthy and Safe Foods emphasizes nutrition and food selection and preparation techniques. Healthy Living develops time management strategies, decision-making skills, peer pressure, and multicultural awareness. Child Development shows students how parents and childcare providers encourage healthy growth and development of young children.

Art

The HTHS Art Department has the most course offerings of any electives department; there is something for every grade 9-12 student. From three-dimensional design and drawing to graphic design and painting; crafts and sculpture to Advanced Placement Art; the art department reaches every student in the building. Students display their works in our district art show; paint children's faces at our sporting events; create posters for our Autism Shootout, Black History Month, and our High Schools Challenge Race for the Cure events; and participate in set design for our homecoming dances and proms.

Technology and Design

Offered to students in grades 9-12, the Technology and Design courses utilize both computer-aided design applications and practical hands-on construction courses to provide students lifelong skills. The courses allow our students to design and build, complete technical illustrations and designs, and explore product innovation. One of the most popular courses is Homeowners Education: Residential Construction and Maintenance. This homeowners course is a practical introduction to understanding building and maintenance within a home, but it also is a major step toward a multitude of journeyman careers.

Music

Comprised of four choirs and four music courses, the HTHS Music Department performs daily in our curriculum and for our students, community, and beyond. The 139 choir members and chamber singers perform at district sports and charity events and for the Board of Education; compete in local and state competitions; and represent us at places and functions like the Columbus Zoo Winter Lights and the Ohio State House, and even sang the National Anthem to begin the Komen Columbus Race for the Cure. The band performs at our sports events, sports events at Central Ohio universities, many parades and charity events, holiday concerts, regional and state competitions, and at area patriotic ceremonies. Additionally, the band travels extensively out of state to showcase the remarkable talents of the nearly 170 member unit.

3. Instructional Methods and Interventions:

Performance matters. We are unapologetically and proudly a performance-based school that knows the importance of accurate measurements of student learning. Any data-driven decision-making school must be primarily concerned with understanding what students know and can do. We know what to do with our student learning data and have no difficulty in discerning the data as we ensure that the measurement of what students know and can do is not skewed by empty homework grades, subjective and imprecise participation grades, or extra-credit. Student performance is measured by standards-aligned short cycle assessments with much regard given to what students need at the next level. More precisely, we concern ourselves the most with what each student individually needs from us, then we determine the most useful instructional strategy to address individual needs. We do not accept any particular classroom to be declared a drill and practice, cooperative learning, multiple intelligence, or differentiated instruction classroom. Rather, each student's individual performance must inform us about what is needed and we must respond with the methods that are best for each student. Otherwise, we risk choosing a single instructional strategy that helps some but ignores the learning needs of the other students. Students should not have to adapt to the

needs of their teachers; teachers need to adapt to the learning needs of their students to ensure that the students successfully receive their instruction.

One indication of our responsiveness to our students' needs is demonstrated by our Math and Science Assistance Programs. MAP and SAP, respectively, the departments determine who needs additional instruction and practice then meets with the students during ADVISORY period at least once, often twice, a week. Not merely acting as tutors, the math and science teachers prepare and teach lessons that augment what is currently being learned in the math and science classes. The two departments themselves initiated the effort, asking for more time with their students, time needed to address what the students' performances told them.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Our Ohio Graduation Test data has trended upward so significantly over the last several years that we have been continually recognized among the most improved schools in Ohio, earning an impressive array of awards for the district and community. Our subgroups' performance has mirrored the performance of all students throughout our data, excluding students with disabilities.

Some may look at our SWD performance and dismiss the issue we have identified as expected achievement gaps between SWD students and their non-SWD peers. While our SWD results are comparable to other schools of our size, we are committed to helping students with disabilities achieve at levels beyond what many schools may expect. In math, our SWD achievement gap generally has trended upward among proficient and above, and accelerated and above performers, but includes a significant gap in respect to how all students performed over the same five year period. In reading, our SWD gap relative to proficient and accelerated performances is even greater. While math shows an almost 25 percentage point gap scoring proficient and above in the latest data year, reading shows a 35 percentage point gap. Those scoring at the accelerated level and above in math includes a nearly 30 percentage point difference over the SWD population. The gap at the accelerated level in reading is even greater, at 35 percentage points. We will work diligently to address such significant achievement gaps.

To close the achievement gap between all students and students with disabilities, we first will determine the developing achievement gaps in the same groups between all levels throughout the district so we may understand where and why the gaps developed and how to close them. Second, we will use our data assessment tool to more accurately assess how students with disabilities are performing on specific, standards-aligned learning indicators. Third, we will expand our use of our assistance programs during the regular school day schedule. Fourth, we will ensure that no intervention specialists work independently in isolation as we know that our highest SWD performers are those who have worked closely with intervention specialists who directly instruct aside our classroom teachers. Fifth, we are designing a comprehensive new student program that has a diagnostic assessment feature so we can accurately determine when gaps exist between our curriculum and that of the transfer schools. Sixth, we will provide intervention assistance to the students attending our alternative academy as those students usually enroll in our buildings and often have learning gaps.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The teachers and administrators of Hamilton Township High School are committed to designing, reviewing, and revising assessments that provide the clearest possible picture of the students' understanding. A well-designed assessment allows students to demonstrate their understanding of the teachers' direct instruction. As the Ohio Department of Education Revised Academic Content Standards/Model Curricula guide teachers' planning and instruction, the assessments at HTHS reflect how successfully that instruction is received. We have developed a guide that outlines the assessments process at HTHS and provides an overview of the tools our teachers use to thoroughly assess student learning. Our assessments guide includes the following details.

Short Cycle Assessments are skills-based, yet it may be more helpful to think of them as performance-based. SCAs require students to perform the skills outlined in the Academic Content Standards and may primarily focus on the power indicators identified by the department. SCAs are given at the middle and end of each grading period. Social Studies and Science SCAs will include specific content. However, Social Studies and Science standards include as much performance as Language Arts and Mathematics standards. The key critical thinking power words of the indicators must be favored over mere memorization of facts. SCAs are common assessments.

Unit assessments are content-based and assess how well the students have understood recent areas of study.

Unit exams should be common assessments. Close collaboration with the teachers of common courses will ensure that the talents of the department may reach all learners.

Daily assessments cover chunks of learning that lead to the unit assessments. While daily assessments may include material specific to each teacher's unique instruction, collaboration is always favored.

The central features of the HTHS Assessment Process are the OGT Test Maker and Data Connection™. The OGT Test Maker is an HLS-designed teacher tool that formats assessments with specific emphasis on standards-alignment and ease of use. The most significant feature of the OGT Test Maker is that selected and constructed items are directly matched to ODE ACS Grade-Level Indicators. Data Connection™ by Kamico® Instructional Media, Inc. allows teachers to efficiently make detailed data analysis of assessment results. With Data Connection we monitor student progress; disaggregate data among more than thirty categories, including Gender, Ethnicity, and Special Education; generate extensive reports that include detailed class performance, analysis of each item, and remediation needs of each student by specific Grade-Level Indicator; correlate point values to the complexity of each item; and create personalized, machine-scored answer documents that prepare students for standardized tests in high school and beyond.

We communicate local assessment performance with parents through Progress Book, email, and telephone calls. As a district, we communicate assessment results through the superintendent's weekly wrap-ups and quarterly reports published as Hamilton Happenings, sent to every district home.

Part VI School Support

1. School Climate/Culture

Our students are our first priority and we must make the most of each minute we have with them. A practice that has contributed significantly to our students' academic success is our bell-to-bell instruction. Years ago we realized that we have the greatest positive effect on our students when they are with us. Rather than naively believing that our one hour per class homework assignments had any great positive effect on our students, we decided that 100 percent engagement during class was the best way we would be able to teach them, the best way they would trust us, and the best way we could ensure the authenticity of their work.

We cannot control our students' out of school obligations, especially when their priority must be watching their siblings when their parents are working second or third shift, or when the students themselves are working each evening to support their families. When they are in our classrooms, we have their undivided attention and we have the best, perhaps the only, opportunity to teach them. We also understand the importance of trust. Our students trust that our teachers are outstanding at what they do because the students see it the entire class period. Period-long movies are not allowed and students are not given the second half of a class to get a start on math homework. Our teachers are vital to our students' success; they must maximize each minute they are with the students. Another reason we maximize class time is to ensure the authenticity of student work. We are certain about our students' performances because we witness them. Students are not copying one another's work at lunch because the performance occurs in class, thus giving us accurate measurements of what students know and can do.

The best way we show how we value and respect teachers is by ensuring their class time with their students. Our teachers are so vital to their students' success that taking students out of class is a last resort option only. If a student can learn without a teacher, how is the teacher necessary? If a teacher is vital to the student's learning, then shouldn't a teacher do everything possible to engage and motivate the student to keep the student in class? Our teachers are vital to our students' success and the students and teachers must be together for both to be successful. We created an ADVISORY period to eliminate instructional interruptions. We use lunch periods to address minor issues with students rather than routinely pulling them from where they are needed—in the classroom. We favor after school, extended day assignments if students are not maximizing their in-class production rather than in-school suspension assignments. We value and respect our teachers so much that we do everything we can to keep them doing what they do best, teaching our students.

2. Engaging Families and Community

During our transformation to a high-achieving school over the last several years, we have earned the admiration of our community. They are proud of what we have accomplished and demonstrate a spirit that had been absent for at least three decades. We open our doors to the community for alumni events, academic honors ceremonies, concerts, and sporting events, often with standing room only results. Our community crowds graduation. They want to be part of our success. They need to be part of our success. Our families feel comfortable coming into our buildings, talking with teachers and administrators, and helping with team meals, charity fundraisers, and musical drama productions.

We understand how we affect the community and we are designing a massive program that will greatly impact the community while enriching our curriculum. Our new Ranger Pathways program is Hamilton Township High School's career exploration, preparation, and connection program. All HTHS students explore career fields that are consistent with their interests and skills; prepare for college and/or other career-specific training; and connect with businesses or municipalities for internships, apprenticeships, or other valuable work experiences. Our students' path to graduation and career success begins with Ranger Pathways.

We are developing partnerships throughout our community so students can be placed in real-world work situations through internships and apprenticeships. We are creating a career campus that will serve our students and, through partnerships with Columbus State Community College, Ohio Dominican University, and the Village of Obetz, provide college and career preparation opportunities for our community residents. Additionally, while we have a college fair each year for our high school students, we are coordinating a career fair for our entire community. At Hamilton Local Schools we know that we cannot work in isolation from our community. We are our community, and we understand that our impact should go beyond wishing our graduates the best each May.

3. Professional Development

As a key to our undeniably remarkable improvement, most of our professional development centers on collaboratively aligning our efforts to standards and organizing our K-12 learning ladders in every content area.

About ten years ago Hamilton Township High School and Hamilton Middle School did what a few veteran staff members insisted had not happened in over thirty years, we met. High school departments met with the middle school departments. English teachers discussed how different writing modes would be introduced and sequenced from grades 7-12. Science teachers found out that they were repeating labs students had done in the seventh grade. That particular professional development day changed us. That day helped us identify where we were and how imperative collaboration was if we were to improve.

Our transition to a professional learning community began with that meeting and our transformation was in motion. A couple years ago we used physical motion during a professional development day to demonstrate how achievement gaps form between grades. Spanning the length of a cafeteria, we sequentially lined up each one of our math and language arts teachers, K-12. Next, we had two individuals representing students walk along the line as we described real situations that interrupted their learning. The developing gaps were obvious to everyone and it was also obvious how one year with no or negative growth most often results in eventually larger gaps.

Ultimately, the day was about understanding the grade to grade-level adjustments we needed to make as we transitioned to the Common Core. This exercise, however, shows how far we have come from neither working together nor using professional development to understand the impact our collective instruction has on student learning. Our professional development depends on and celebrates complete collaboration to close gaps and enrich learning.

4. School Leadership

The leadership of Hamilton Township High School depends on collaboration and cooperation to keep the building moving forward. The principal, assistant principal, dean of students, athletic director, guidance counselors, and teacher-leaders work together each day to ensure our focus on student achievement.

For the last six school years, the principal has advanced the philosophy that the school climate is set by the administrator's attitude; that the school must create a family of learners, working together; and that the school must be a safe, inviting, and stimulating environment. The principal has worked diligently to maintain a balance between student and teacher needs. The principal is in constant, daily contact with the other school leaders and stakeholders, being highly visible throughout the building and keeping the door open to both students and teachers who have issues.

The assistant principal and the dean of students, with the principal, share attendance and discipline responsibilities. This shared responsibility ensures that the leadership team is consistently moving in the same direction and each is allowed, according to specific skills, to be the driving force behind specific policies and programs. For example, the dean of students, with an extensive business background and accounting acumen, is especially skilled at guiding how we approach attendance accountability. The

assistant principal who has extensive community connections with his Hamilton Township alma mater, oversees the community service program.

The athletic director, counselors, and teacher-leaders are involved in all impactful decisions and know not to hesitate to identify issues or better strategies. Further, all staff members are invited to each principal advisory committee meeting, not only department chairs. The principal strives to involve all, including students, in moving the school forward. The principal explains that the, "HTHS administration takes great pride in building relationships with all staff and students. Through meaningful relationships, a trusting and respectful environment is created." He elaborates about the importance of clear expectations and modeling, "With supportive administration who not just talk the talk, but walk the walk and follow through, teachers and students buy-in and rise to the high expectations. When all involved are reaching high expectations and holding themselves accountable, positive results take shape."

Finally, the principal's straight-forward approach perhaps explains the role of HTHS leadership the best, "Don't ask anyone to do something that they haven't seen me do first, including picking up trash, mopping, mulching, staying after school, coming in early, respecting one another, remaining positive, thinking outside the box, and working with students until they succeed." The three Ranger Words for Success maintain our focus RESPECT - REACTION - REPUTATION.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>OGT</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	97	98	93	91	91
accelerated and advanced	80	78	78	74	72
Number of students tested	211	211	212	207	225
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	2	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	98	96	89	86	87
accelerated and advanced	81	75	72	69	62
Number of students tested	125	125	114	106	93
2. Students receiving Special Education					
Proficient and above	72	80	54	55	52
accelerated and advanced	50	35	23	32	32
Number of students tested	18	20	26	22	25
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above		100			
accelerated and advanced		70			
Number of students tested		10			
5. African- American Students					
Proficient and above	100	96	68	78	64
accelerated and advanced	71	62	63	67	88
Number of students tested	21	26	19	18	25
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	97	98	96	91	91
accelerated and advanced	82	82	80	76	72
Number of students tested	173	158	177	174	180
10. Two or More Races identified Students					
Proficient and above		92		100	83
accelerated and advanced		75		50	67
Number of students tested		12		10	12
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: FYI - NC or decimals cannot be typed in fields therefore any NC fields are left blank (under 10 left blank) and decimals were rounded to the nearest whole number.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>OGT</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Ohio Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	96	89	86	90	81
accelerated and advanced	42	56	52	47	30
Number of students tested	211	211	212	207	225
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	2	1	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	97	86	79	85	78
accelerated and advanced	38	52	47	37	22
Number of students tested	125	125	114	106	93
2. Students receiving Special Education					
Proficient and above	61	50	50	59	48
accelerated and advanced	6	20	23	18	8
Number of students tested	18	20	26	22	25
3. English Language Learner Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
5. African- American Students					
Proficient and above	95	85	74	83	68
accelerated and advanced	57	42	37	17	28
Number of students tested	21	26	19	18	25
6. Asian Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
accelerated and advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
accelerated and advanced					
Number of students tested					
9. White Students					
Proficient and above	96	89	88	91	82
accelerated and advanced	42	58	53	52	32
Number of students tested	173	158	177	174	180
10. Two or More Races identified Students					
Proficient and above		67		40	17
accelerated and advanced		92		80	75
Number of students tested		12		10	12
11. Other 1: Other 1					
Proficient and above					
accelerated and advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
accelerated and advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
accelerated and advanced					
Number of students tested					

NOTES: FYI - NA or decimals are unable to be typed in required fields therefore any blank subgroups are NC (or under 10). All decimals are rounded to the nearest whole number.